

GRADE 3

# Assessment Book TEACHER'S MANUAL

PEARSON

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**PEARSON**

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# Overview

## What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

## Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for these new tests. The Common Core Standards emphasize students’ ability to use evidence from texts to substantiate their ideas. As a result, the requirement for students to support their responses with details from the passages appears in both the selected-response items and the writing prompts. The selected-response comprehension and vocabulary questions that follow each reading passage have a two-part format. Part A poses questions about the text while Part B requires students to closely reread portions of the passage to identify information that supports the answer to Part A. Similarly, the writing prompts compel students to cite textual evidence from the passages to substantiate the information, opinions, and ideas they set forth in their written responses.

# Overview

## Overview of ReadyGEN Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

### **BASILINE ASSESSMENT**

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Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. This test is designed to help you determine your students' instructional needs at the outset of the year and establish a "starting point" for each student in your class. You can use the results of the Baseline Assessment to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

### **FORMATIVE ASSESSMENTS**

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Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

**READER'S AND WRITER'S JOURNAL** The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

**MONITOR PROGRESS** Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found within small-group lessons will help you tailor your instruction to address the

range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

**INDEPENDENT WRITING PRACTICE** Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

### PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

**WRITING RUBRIC** A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

**REFLECT AND RESPOND** In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

### SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of reading passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

# Overview

**PASSAGES** Each End-of-Unit Assessment includes two passages of complex text. Students read the passages and answer questions, referring back to the texts as needed. The passages are both literary and informational and become increasingly complex over the course of the school year.

**SELECTED-RESPONSE QUESTIONS** After reading each passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards. Each of the questions has two parts. Part A requires students to use context and apply the skills they learned during the unit to answer the question at hand. Part B requires students to go back to the passage to find textual evidence that supports the answer to Part A.

**WRITING** The writing portion of the End-of-Unit Assessments consists of two types of prompts: Constructed Response and Extended Response. These prompts are based on the passages students read in the test and require students to write narrative, informative/explanatory, and opinion pieces of varying lengths in response. Each Constructed Response prompt elicits a short written response relating to one passage. The Extended Response prompt elicits a longer written response that requires students to draw on information from both passages in the assessment.



# English Language Learners

## Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

### INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
  - Question words, such as *who, what, which, where, when, why* and *how*
  - Emphasis words, such as *not, except, most likely, probably, major, both, neither, either, most, and least*
  - Action words, such as *explain, describe, discuss, persuade, support your answer, and cite evidence*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the lettering of selected-response answer choices and the division of questions into Part A and Part B. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

# English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

## APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

#### OTHER USEFUL TOOLS FOR ELLS

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In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers two other tools to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist and an Observing English Language Learners form.

# English Language Learners

## Profile of English Language Learners

### WHAT IS IT?

- This checklist helps to identify the strengths and needs of students whose first language is not English. Complete this profile at the time the student enters your classroom and update it periodically throughout the school year.

### WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

### HOW DO I USE IT?

- Identify students whose English proficiency you are uncertain about.
- Use the criteria on the form to assess students' abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where students are in their English language development and where they may need help.

### WHAT DO I DO NEXT?

*ReadyGEN* offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, cognates, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

**A** Checklist format is easy to use.

**B** Space is provided for you to record the date and your comments.

Form for reproduction is on page T15.

**Teacher Form**  
**Profile of English Language Learners**

Student: Tomas Alvarez

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words	✓	<b>A</b>		<b>B</b>
Speaks fluently but makes frequent errors			✓	
Uses names of many objects		✓		10/16 seems to know more words than he is comfortable using
Uses and understands basic everyday vocabulary		✓		
Asks and answers simple questions			✓	10/16 reluctant to ask for help
Follows simple directions		✓		
Takes part in discussions			✓	
Conveys ideas or stories through drawings	✓			10/16 good at communicating through art
Needs pictures to comprehend simple text		✓		
Recognizes basic sound/letter relationships in words		✓		
Follows text being read aloud		✓		
Joins in choral reading	✓			10/16 likes to join in with the class
Retells predictable text		✓		

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# English Language Learners

## Observing English Language Learners

### WHAT IS IT?

- A form to record your ongoing observations about how English language learners process what they read

### WHAT DOES IT SHOW?

- How English language learners use strategies to make sense of materials they read
- Students' growth and development in processing what they read

### HOW DO I USE IT?

- Work with students individually as they read a new selection.
- Record your observations about how students deal with new words and concepts.
- Continue to review and record students' behaviors periodically as needed.
- Consider using the information on the form in parent conferences.

- A** Behaviors identify common strategies for success in reading a new language.
- B** Space is provided to record students' development over time.

Form for reproduction is on page T16.

T14 Assessment in ReadyGEN • Observing English Language Learners

**Teacher Form**  
**Observing English Language Learners**

Student: Tomas Alvarez

Behaviors Observed	Date: 10/17	Date: 11/3	Date:	Date:
	YES	SOME TIMES	NO	YES
The student				
• uses context clues to figure out new words				
• uses prior knowledge to figure out new words				
• uses visuals to decipher meaning				
• uses strategies to decipher meaning				
• can identify the strategies he or she is using				
• understands why he or she is using a particular strategy				
• assesses his or her own progress				
• generally understands what the class is reading				

**General Comments**

10/17: need to work harder on strategies with Tomas  
11/3: Doing much better at drawing on prior knowledge. Beginning to see the logic of strategies.

OBSERVING ENGLISH LANGUAGE LEARNERS

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Teacher Form  
Profile of English Language Learners

Student:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words				
Speaks fluently but makes frequent errors				
Uses names of many objects				
Uses and understands basic everyday vocabulary				
Asks and answers simple questions				
Follows simple directions				
Takes part in discussions				
Conveys ideas or stories through drawings				
Needs pictures to comprehend simple text				
Recognizes basic sound/letter relationships in words				
Follows text being read aloud				
Joins in choral reading				
Retells predictable text				

# Teacher Form

## Observing English Language Learners

Student:

Behaviors Observed	Date:			Date:			Date:		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
The student									
• uses context clues to figure out new words									
• uses prior knowledge to figure out new words									
• uses visuals to decipher meaning									
• uses strategies to decipher meaning									
• can identify the strategies he or she is using									
• understands why he or she is using a particular strategy									
• assesses his or her own progress									
• generally understands what the class is reading									
<b>General Comments</b>									



# Fluency and Running Records

## How to Administer and Score a Fluency Test

A fluency test measures a student's reading rate, or the number of words read correctly per minute (wcpm), on grade-level text the student has not seen before. Give the student a copy of the Student Copy of the passage for the test and make a copy of the Teacher Copy for yourself. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student read during the fluency check, while the passage on the Student Copy does not have the numbers.) Make sure you have put the student's name and the test date at the top of your copy of the passage. Have a watch or clock with a second hand available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the student's reading for later evaluation.) Stop the student at exactly one minute and note precisely where the student stopped.

As the student reads orally, on your copy of the text, mark any miscues or errors the student makes during the reading (see the chart on page T18). Count the total number of words the student read in one minute. Subtract any words the student read incorrectly. Record the words correct per minute (wcpm) score on the test.

**THE FORMULA IS:** Total # of words read – # of errors = words correct per minute (wcpm).

Or:  –  =  (wcpm)

# Fluency and Running Records

## How to Identify Reading Miscues/Errors

Using the passage on page T19, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark them.

Reading Miscue	Notations
<b>Omission</b> The student omits words or word parts.	Sanya had to write a report for her science class about a planet she <del>had</del> never visited.
<b>Substitution</b> The student substitutes words or parts of words for the words in the text.	Sanya's mom came into <sup>her</sup> <del>the</del> room.
<b>Insertion</b> The student inserts words or parts of words that are not in the text.	Sanya was tired of looking at her screen and turned <sup>around</sup> to look out the window.
<b>Mispronunciation/Misreading</b> The student pronounces or reads a word incorrectly.	I can't think of a better way to learn about a <sup>place</sup> <del>planet</del> ."
<b>Hesitation</b> The student hesitates over a word, and the teacher provides the word.	It was raining on Planet <sup>H</sup> <u>Octor</u> .
<b>Self-correction</b> The student reads a word incorrectly but then corrects the error.	Mom <sup>SC</sup> agreed, so they jumped into their spaceship and headed for Earth.

### NOTES

- If the student hesitates over a word, wait several seconds before telling the student what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing "SC" over the word or words will help you identify words that give the student some difficulty.

## Sample Fluency Test

Here is the passage marked as shown on the chart on the previous page. As the student reads the passage aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word the student reads.

Student Name Susan Date 9/8/2015

### Sanya's Science Report

(92)

Sanya was tired of looking at her screen and turned <sup>around</sup> to look out the	14
window. It was raining on Planet <sup>H</sup> <u>Octor</u> . Sanya had to write a report for	28
her science class about a planet she <sup>had</sup> never visited.	38
Sanya's mom came into <sup>her</sup> the room. "Why aren't you reading your	49
teaching screen?" she asked.	53
"Oh, I have been. I've decided to write about Earth," Sanya said.	65
"Why don't we go there? I can't think of a better way to learn about	80
<sup>place</sup> a planet." <sup>SC</sup>	82
Mom agreed, so they jumped into their spaceship and headed for	93
Earth. Sanya looked out <sup>the</sup> window as they traveled. She recognized	104
Norbeed, a red planet she and her family had visited on vacation. It still	118
had a red halo around it.	124

$$97-5 = 92$$

# Fluency and Running Records

## Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 3 should be reading fluently at 120 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

Time of Year	Target Reading Rate (wcpm)
Beginning-of-Year	80 to 90
Mid-Year	90 to 100
End-of-Year	110 to 120

If a student's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics and word analysis may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the student isn't reading enough material at his or her reading level.

## How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A student's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a student makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the student reads with a "natural flow."

A Running Record may be taken using any reading passage at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the student's reading level and interest; and (2) the text is unfamiliar to the student. The passages in this section are well suited for use as either a Fluency Test or a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other passages from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Baseline or End-of-Unit Assessment. It may also be used to identify a student's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring a student's progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T22 and T23 explain how to determine each measurement.

# Fluency and Running Records

## How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 200 to 300 words, or use those passages that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the child and one of the Teacher Copy for you. If the text appears in a book, you may have the student read the text from the book.
3. Give the text to the student and have the student read the text aloud. (You may want to tape-record the student's reading for later evaluation. This approach can be especially helpful if you are timing the student's reading or conducting other assessments at the same time.)
4. Your hand should always be “running” on your copy of the text. Put a checkmark above every word the student reads correctly. Mark any miscues or errors the student makes during the reading (see the explanation of reading miscues/errors for Fluency Tests on pages T18–T19).
5. Count the total number of errors the student makes and find the percentage score for the number of errors. If you are using a fluency/running record passage from this book, the total word count is indicated for each passage.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

Or: 
$$\frac{\boxed{\phantom{00}} - \boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \boxed{\phantom{00}}\%$$

**EXAMPLE:** Suppose a student reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \quad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the student's oral reading accuracy (percentage of words in the passage read correctly).

## How to Measure Reading Rate

Reading rate is defined as number of words per minute (wpm). To determine the reading rate, follow steps 1–3 as described on page T22. Note the exact time when the student begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

Or:  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 60 = \boxed{\phantom{000}} \text{ (wpm)}$

**EXAMPLE:** Suppose a student reads a passage of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to the nearest hundredth)}$$

$$1.33 \times 60 = 79.8 \text{ words per minute (round to 80 wpm)}$$

## Interpreting the Results

For oral reading accuracy, use the following suggested criteria:

- A student who reads 98%–100% of the words correctly is reading at an independent level and may need more challenging texts.
- A student who reads 91%–97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in similarly-leveled texts.
- A student who reads with an accuracy of 90% or less is reading at a frustration level and may benefit from targeted instruction at a lower reading level as part of a comprehensive plan that includes scaffolding of grade-level text as well.

For any student whose Running Record results are not clearly definitive, we recommend increasing monitoring through additional means and classroom observations.

On the following pages you will find passages that may be used for either Fluency or Running Record Tests. Both a Teacher Copy and a Student Copy have been provided.





Teacher Name \_\_\_\_\_

Student Names	Beginning-of-Year		Mid-Year		End-of-Year	
	Date	WCPM	Date	WCPM	Date	WCPM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						



Student Name \_\_\_\_\_ Date \_\_\_\_\_

# All About Frogs

Frogs are interesting animals. Frogs lay eggs in the water. Fish may eat	13
some of the eggs, but many will become tadpoles. After nine days tadpoles	26
come out of the eggs. They live in weeds in the water that is not very deep.	43
They have tails, use gills to breathe in the water, and eat very small plants.	58
By the time they are twelve weeks old, tadpoles have changed a lot.	71
They have grown two back legs and now they have front legs too. Their	85
lungs are ready to breathe air when they are on land. Soon, tadpoles will	99
lose their tails.	102
Now they have become frogs. They live on the land and eat insects and	116
worms. They breathe with their lungs. They have four legs that are used	129
for jumping. They also use their legs and feet to swim. They are great	143
swimmers. Frogs live on the land, but they are still able to swim a long	158
way in the water. Sometimes they rest in the water, with only their eyes	172
showing. People have to look very hard to see them. Soon, some of these	186
frogs will go back to the water to lay eggs.	196

## Student Copy

## All About Frogs

Frogs are interesting animals. Frogs lay eggs in the water. Fish may eat some of the eggs, but many will become tadpoles. After nine days tadpoles come out of the eggs. They live in weeds in the water that is not very deep. They have tails, use gills to breathe in the water, and eat very small plants.

By the time they are twelve weeks old, tadpoles have changed a lot. They have grown two back legs and now they have front legs too. Their lungs are ready to breathe air when they are on land. Soon, tadpoles will lose their tails.

Now they have become frogs. They live on the land and eat insects and worms. They breathe with their lungs. They have four legs that are used for jumping. They also use their legs and feet to swim. They are great swimmers. Frogs live on the land, but they are still able to swim a long way in the water. Sometimes they rest in the water, with only their eyes showing. People have to look very hard to see them. Soon, some of these frogs will go back to the water to lay eggs.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## So Many Questions

“What are you doing?” my little brother Ned asked.	9
“Take a guess,” I said. Ned asked too many questions.	19
“Building a fort?”	22
“Yeah,” I said and went back to arranging the pine branches, finally adding, “You can help me if you want.”	34
That night at dinner, I asked Mom, “Why must we have salad with dinner?”	42
“Take a guess,” she said.	55
“In order to get plenty of vegetables?”	56
“If you knew already,” she said, “why did you ask?”	61
I gave some thought to the various questions—for example, mine, Ned’s, Mom’s, and Dad’s. What’s really being asked, or why it’s being asked, can be tricky. Like Ned, people frequently ask questions they know the answer to because they want attention from the person they’re asking. When Ned asks what I’m doing, what he’s usually asking is whether he can do it with me. My question about salad was different; I wanted to find out if I was right. Mom’s question was a slippery one—a deep one without a real answer—so it sent me off to ponder. Dad’s questions are typically requests for information. “What are we having for dinner?” he’ll ask, or “What grade did you get in math?” One interesting thing about questions is that once they’ve been asked, we generally feel a need to answer them.	68
	78
	89
	101
	113
	125
	138
	153
	168
	182
	194
	207
	220

## Student Copy

## So Many Questions

“What are you doing?” my little brother Ned asked.

“Take a guess,” I said. Ned asked too many questions.

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Kittens, Kittens, Everywhere

Arthur, the librarian, didn't deliberately acquire cats. He couldn't say no	11
to a homeless critter and had ended up with eleven feline roommates.	23
One spring day, a college girl plunked her backpack on Arthur's desk	35
and reached in it to lift out a sleepy white kitten. She kept dipping into	50
her bag, and eventually she was struggling to keep four frisky kittens atop	63
Arthur's desk.	65
The student explained that the kittens had been born four weeks before	77
and needed a home. Arthur's mouth formed the words, "Oh, no!"	88
"I'm leaving town," the young woman said. "I can take their mother	100
home with me, but not the litter. If you won't rescue them, they're destined	114
to go to the shelter."	119
Arthur's cat family was very upset about the newcomers. So, he called	131
Maggie, a friend who had lost a cat after twenty years. He insisted that she	146
come and adopt just one kitten.	152
Reluctantly, Maggie picked up an orange kitten. When she turned to	163
leave with it, a black and white one was perching on her foot, clinging to	178
her pants leg. "OK," she said, "I'll adopt these two."	188
When she got to the door, Maggie looked back at the round black kitten	202
and the tiny white one, sadly watching their remaining family depart. They	214
seemed to be saying, "Wait, what's going on here?"	223
"All right!" Maggie said, sighing and grimacing at Arthur. "I'll take all	235
four and keep them together."	240

## Student Copy

**Kittens, Kittens, Everywhere**

Arthur, the librarian, didn't deliberately acquire cats. He couldn't say no to a homeless critter and had ended up with eleven feline roommates.

One spring day, a college girl plunked her backpack on Arthur's desk and reached in it to lift out a sleepy white kitten. She kept dipping into her bag, and eventually she was struggling to keep four frisky kittens atop Arthur's desk.

The student explained that the kittens had been born four weeks before and needed a home. Arthur's mouth formed the words, "Oh, no!"

"I'm leaving town," the young woman said. "I can take their mother home with me, but not the litter. If you won't rescue them, they're destined to go to the shelter."

Arthur's cat family was very upset about the newcomers. So, he called Maggie, a friend who had lost a cat after twenty years. He insisted that she come and adopt just one kitten.

Reluctantly, Maggie picked up an orange kitten. When she turned to leave with it, a black and white one was perching on her foot, clinging to her pants leg. "OK," she said, "I'll adopt these two."

When she got to the door, Maggie looked back at the round black kitten and the tiny white one, sadly watching their remaining family depart. They seemed to be saying, "Wait, what's going on here?"

"All right!" Maggie said, sighing and grimacing at Arthur. "I'll take all four and keep them together."



# Baseline Assessment



# Administering the Assessment

The Baseline Assessment consists of three passages, each followed by selected-response Comprehension and Vocabulary questions. The second and third passages are also followed by Constructed Response writing prompts. At the end of the test, there is an Extended Response writing prompt that requires students to draw on information from the second and third passages. Students should complete the test independently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in several parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of your students.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
<b>TWO SESSIONS</b>	<ul style="list-style-type: none"> <li>• First Passage</li> <li>• Second Passage with Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Third Passage with Constructed Response</li> <li>• Extended Response</li> </ul>	
<b>THREE SESSIONS</b> Option 1	<ul style="list-style-type: none"> <li>• First Passage</li> <li>• Second Passage with Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Third Passage with Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> </ul>
<b>THREE SESSIONS</b> Option 2	<ul style="list-style-type: none"> <li>• First Passage</li> </ul>	<ul style="list-style-type: none"> <li>• Second Passage with Constructed Response</li> <li>• Third Passage with Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> </ul>

# Administering the Assessment

**DURATION** The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the related Comprehension and Vocabulary questions, and write their Constructed and Extended Responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

**PREPARING STUDENTS FOR THE ASSESSMENT** Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read each passage and complete all of the tasks related to that passage before moving on to the next one. If you choose to divide the test into multiple sessions, present only the section(s) that students will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Students should complete the test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from the second and third passages in the test, they should reread those two passages prior to beginning this section. If they are taking the test over multiple days, this will be especially important.

# After the Assessment

## SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided on the teacher Scoring Information pages in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

**SCORING THE CONSTRUCTED RESPONSES** Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses and 2-point rubrics are provided on the teacher Scoring Information pages in this section. Use the rubrics to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

**SCORING THE EXTENDED RESPONSE** The Extended Response item requires students to write in response to a prompt by drawing on information from the second and third passages in the test. Use the 4-point rubric provided on the teacher Scoring Information pages to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions in the rubric.

**GENERATING AND RECORDING FINAL SCORES** Record point totals for each student on the Baseline Assessment Class Record Chart provided on page T43.

# Administering the Assessment

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge in order to inform future instruction.

**INFORMING YOUR INSTRUCTION** Students' performance on the various sections of this assessment will help you determine their instructional needs in the areas of Comprehension, Vocabulary, and Writing at the outset of the school year. You can use the results from each section to identify students who are on grade level, those who need more support, and those who could benefit from additional challenge and to establish a "starting point" for individualized instruction for each student.

# Baseline Scoring Information

## “Waiting for Snow”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. c
- 1. Part B. b
  
- 2. Part A. b
- 2. Part B. a
  
- 3. Part A. a
- 3. Part B. d

#### Vocabulary

- 1. Part A. b
- 1. Part B. c
  
- 2. Part A. d
- 2. Part B. b
  
- 3. Part A. c
- 3. Part B. d

# Baseline Scoring Information

## “When It Snows”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. b
- 1. Part B. b
  
- 2. Part A. d
- 2. Part B. a
  
- 3. Part A. c
- 3. Part B. d

#### Vocabulary

- 1. Part A. c
- 1. Part B. b
  
- 2. Part A. a
- 2. Part B. d
  
- 3. Part A. b
- 3. Part B. c

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** I think dry snow is better. It weighs less than wet snow. That means it is easier for my mom and dad to shovel it. Also, I like to watch the dry snow swirl around in the air when it is windy outside. That is very pretty.

<b>2</b>	Response states an opinion about the preferred kind of snow. Response uses details from the passage to support the opinion.
<b>1</b>	Response states an opinion about the preferred kind of snow. Response does not use details from the passage to support the opinion.
<b>0</b>	Response does not state or support an opinion about the preferred kind of snow.



# “Snow Piled Up High”

## COMPREHENSION AND VOCABULARY QUESTIONS

### Comprehension

1. Part A. b

1. Part B. d

2. Part A. c

2. Part B. a

3. Part A. d

3. Part B. b

### Vocabulary

1. Part A. d

1. Part B. c

2. Part A. a

2. Part B. b

3. Part A. b

3. Part B. d

## CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** The glacier looks like a giant white cliff. I feel very cold on this ship, but I am excited to see the glacier. It is enormous! Suddenly, a big chunk of ice breaks off the cliff. I can't believe what I'm seeing! It falls down into the water. It makes a huge splash, and I can hear the crash. The waves in the water float all the way over to our ship. The boat starts rocking, so I grab the railing to hold on. The new iceberg starts to float away. All the ships out there in the ocean had better watch out!

2	Response tells a short story about viewing a glacier from a ship. Writer uses information from the passage to describe in sequence what happens next. Writer uses his/her own ideas to describe how the narrator responds to the situation.
1	Response tells a short story about viewing a glacier from a ship. Writer uses information from the passage or his/her own ideas to tell what happens next, but events may be out of sequence.
0	Response does not tell a short story about viewing a glacier from a ship.

# Baseline Scoring Information

## Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response accurately explains good and bad things about snow, ice, and glaciers.	Information about good and bad things is grouped into two paragraphs; introduction and conclusion are included.	Response uses facts and details about snow, ice, and glaciers from both texts to develop ideas.	Linking words are used to connect ideas; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
<b>3</b>	Response names good and bad things about snow, ice, and glaciers.	Information about good and bad things is organized but not grouped into two paragraphs; introduction and conclusion are included.	Response uses facts and details about snow, ice, and glaciers from one text to develop ideas.	One linking word is used to connect ideas; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
<b>2</b>	Response names good or bad things about snow, ice, and glaciers.	Information about good and bad things is included but not organized; introduction or conclusion is missing.	Response develops ideas about snow, ice, and glaciers; information does not come from the texts.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
<b>1</b>	Response strays off topic.	Information about good and bad things is not organized; introduction and conclusion are missing.	Response does not develop ideas about snow, ice, and glaciers.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
<b>0</b>	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• student does not demonstrate adequate command of informative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul>				

Teacher Name \_\_\_\_\_

Student Names	SELECTED RESPONSE		WRITTEN RESPONSE		Total
	Comprehension	Vocabulary	Constructed Responses	Extended Response	
1.	/9	/9	/4	/20	/42
2.	/9	/9	/4	/20	/42
3.	/9	/9	/4	/20	/42
4.	/9	/9	/4	/20	/42
5.	/9	/9	/4	/20	/42
6.	/9	/9	/4	/20	/42
7.	/9	/9	/4	/20	/42
8.	/9	/9	/4	/20	/42
9.	/9	/9	/4	/20	/42
10.	/9	/9	/4	/20	/42
11.	/9	/9	/4	/20	/42
12.	/9	/9	/4	/20	/42
13.	/9	/9	/4	/20	/42
14.	/9	/9	/4	/20	/42
15.	/9	/9	/4	/20	/42
16.	/9	/9	/4	/20	/42
17.	/9	/9	/4	/20	/42
18.	/9	/9	/4	/20	/42
19.	/9	/9	/4	/20	/42
20.	/9	/9	/4	/20	/42
21.	/9	/9	/4	/20	/42
22.	/9	/9	/4	/20	/42
23.	/9	/9	/4	/20	/42
24.	/9	/9	/4	/20	/42
25.	/9	/9	/4	/20	/42
26.	/9	/9	/4	/20	/42
27.	/9	/9	/4	/20	/42
28.	/9	/9	/4	/20	/42
29.	/9	/9	/4	/20	/42
30.	/9	/9	/4	/20	/42



# End-of-Unit Assessments



# Administering the Assessments

The End-of-Unit Assessments consist of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of each test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the test independently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. The amount of time required to complete the entire assessment is likely to increase with additional sessions to allow for reengagement including reading of text.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
<b>TWO SESSIONS</b> Option 1	<ul style="list-style-type: none"> <li>• First passage, questions, Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Second passage, questions, Constructed Response</li> <li>• Extended Response</li> </ul>	
<b>TWO SESSIONS</b> Option 2	<ul style="list-style-type: none"> <li>• First passage, questions, Constructed Response</li> <li>• Second passage, questions, Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> </ul>	
<b>THREE SESSIONS</b>	<ul style="list-style-type: none"> <li>• First passage, questions, Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Second passage, questions, Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> </ul>

# Administering the Assessments

End-of-Unit Assessments provide opportunities for your students to build stamina and endurance abilities under demanding circumstances. You may opt to reduce the number of sessions for the End-of-Unit Assessments from three to two over the course of the school year. Use your professional judgment to determine which administration option best suits the needs of your students.

**DURATION** The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

**PREPARING STUDENTS FOR THE ASSESSMENT** Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. For the Constructed and Extended Response writing activities, encourage students to use the Student Checklists to ensure they have completed the tasks fully. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Students should complete each test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the texts to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.



# After the Assessment

## SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

**SCORING THE CONSTRUCTED RESPONSES** Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided in this section. Use the 2-point rubrics, which are also provided in this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

**SCORING THE EXTENDED RESPONSE** The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided in this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

# Administering the Assessments

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on student performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Teacher Name \_\_\_\_\_

UNIT 1						UNIT 2					
Student Names	Selected Response		Written Response		Unit 1 Total	Selected Response		Written Response		Unit 2 Total	
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response		
1.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
2.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
3.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
4.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
5.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
6.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
7.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
8.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
9.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
10.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
11.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
12.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
13.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
14.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
15.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
16.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
17.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
18.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
19.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
20.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
21.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
22.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
23.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
24.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
25.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
26.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
27.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
28.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
29.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	
30.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36	



# Unit 1 Scoring Information

## “The Contest”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. c
- 1. Part B. d
  
- 2. Part A. b
- 2. Part B. d, e, and f
  
- 3. Part A. b
- 3. Part B. c

#### Vocabulary

- 1. Part A. a
- 1. Part B. b
  
- 2. Part A. d
- 2. Part B. a and d
  
- 3. Part A. c
- 3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Tina likes the name Kickers, and Rafael suggests the name Oakcrest Leaves. But the three friends cannot agree on a name. Then Joey has an idea. He comes up with the name Oak Leaf Kickers, and everyone likes that name!

<b>2</b>	Response conveys how each friend helped come up with the final team name. Response is accurate to the text and explains the contributions of all three friends.
<b>1</b>	Response conveys how the friends came up with the final team name. Response is accurate to the text but does not explain the contributions of all three friends.
<b>0</b>	Response does not convey how the friends came up with the final team name.

# Unit 1 Scoring Information

## “The Dancing Sky Lights”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. c
- 1. Part B. b
  
- 2. Part A. c
- 2. Part B. a
  
- 3. Part A. b
- 3. Part B. d

#### Vocabulary

- 1. Part A. a
- 1. Part B. b
  
- 2. Part A. b
- 2. Part B. b
  
- 3. Part A. d
- 3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** My family went on vacation to Canada. One night, we went outside late at night to watch the Northern Lights. I couldn't believe my eyes! It looked like there was a red river of fire flowing across the sky. I had never seen anything like that before, so I asked Mom what made the sky turn red. She said it's all science. Scientists say this happens when there is oxygen in the air that is very high up above us. My little brother Ben was scared, but I wasn't. I thought it was amazing and beautiful.

2	Response uses details from the passage as well as imagined experiences to develop a short story about seeing the Northern Lights. Response is written from the first-person point of view.
1	Response uses details from the passage or imagined experiences to develop a short story about seeing the Northern Lights. Response is not written from the first-person point of view.
0	Response does not tell about the Northern Lights. Response is not a short story.

## Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response uses ideas from both texts to tell how the characters work together to write a report about the Northern Lights.	Response contains 2 paragraphs; introduction and conclusion are included.	Response includes 3 facts about the Northern Lights, the report's title, and how it was chosen.	Related ideas are connected by linking words; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
<b>3</b>	Response uses ideas from one text to tell how the characters work together to write a report about the Northern Lights.	Response contains 1 paragraph; introduction and conclusion are included.	Response includes fewer than 3 facts about the Northern Lights, the report's title, and how it was chosen.	Ideas are connected by linking words; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
<b>2</b>	Response does not use ideas from the texts to tell how the characters work together to write a report; report is not about the Northern Lights.	Response contains 1 paragraph; introduction or conclusion is missing.	Response includes fewer than 3 facts about the Northern Lights and the report's title but not how it was chosen.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
<b>1</b>	Response strays off topic.	Response is not written in paragraphs; introduction and conclusion are missing.	Response does not include facts about the Northern Lights, the report's title, or how it was chosen.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
<b>0</b>	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• student does not demonstrate adequate command of informative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul>				



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

### **“The Contest”**

#### **Check Your Writing**

- ☐ My response gives an account of each friend’s contribution to the team name.
- ☐ My response includes three accounts, one for each friend.
- ☐ The three accounts in my response are based on details in the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

### **“The Dancing Sky Lights”**

#### **Check Your Writing**

- ☐ My response tells a story about seeing the Northern Lights.
- ☐ My response is written using first person (“I”), as though it really happened to me.
- ☐ I use details from the passage and my imagination to develop the story.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.





Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

## **“The Contest” and “The Dancing Sky Lights”**

### **Check Your Writing**

- ☐ The first paragraph in my response tells three facts about the Northern Lights.
- ☐ The second paragraph in my response identifies the title of the report and explains how the characters chose it.
- ☐ My response includes details from both texts.
- ☐ The order of ideas in each paragraph makes sense.
- ☐ My response has an introduction and concluding statement.
- ☐ I use linking words to connect the ideas in my response.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

# Unit 2 Scoring Information

## “Surprise in the Attic”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. a
- 1. Part B. a
  
- 2. Part A. a
- 2. Part B. a and c
  
- 3. Part A. b
- 3. Part B. d and e

#### Vocabulary

- 1. Part A. d
- 1. Part B. a
  
- 2. Part A. b
- 2. Part B. b
  
- 3. Part A. d
- 3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** I would like to go to a Culture Fair. I like getting dressed up, and I like teaching other people about my family. I am also interested in learning about my friends' families.

<b>2</b>	Response states an opinion about going to a Culture Fair. Response supports the point of view presented with reasons from the text.
<b>1</b>	Response states an opinion about going to a Culture Fair but does not support the point of view presented with reasons from the text.
<b>0</b>	Response does not state or support an opinion about going to a Culture Fair.

## “The First Texans”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

1. Part A. c
1. Part B. b
  
2. Part A. d
2. Part B. c
  
3. Part A. a and e
3. Part B. c and d

#### Vocabulary

1. Part A. b
1. Part B. b
  
2. Part A. b
2. Part B. a
  
3. Part A. d
3. Part B. c

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Alike: Both groups were Native Americans who lived in Texas. Both groups used bows and arrows. Different: The Caddo lived near water, and the Comanche lived away from the coast. The Caddo were farmers, and the Comanche were hunters. The Caddo were known for their pottery, and the Comanche were known for their jewelry and beadwork.

<b>2</b>	Response uses information from the text to identify two ways the Caddo and Comanche are alike and three ways they are different.
<b>1</b>	Response uses information from the text to identify one way the Caddo and Comanche are alike and/or fewer than three ways they are different.
<b>0</b>	Response does not use information from the text to identify ways the Caddo and Comanche are alike or different.

# Unit 2 Scoring Information

## Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response uses information from the texts to name and describe items a Caddo or Comanche child would bring to the Culture Fair.	Response is sequenced logically.	Response describes how three items relate to the Caddo or Comanche culture.	Response is written in first person; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
<b>3</b>	Response uses information from the texts to name items a Caddo or Comanche child would bring to the Culture Fair.	Sequencing is evident.	Response describes how two items relate to the Caddo or Comanche culture.	Response is written in first person; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
<b>2</b>	Response names items a Caddo or Comanche child would bring to the Culture Fair but is not text-based.	Sequencing is illogical.	Response describes how one item relates to the Caddo or Comanche culture.	Response is not written in first person; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
<b>1</b>	Response strays off topic.	Response lacks order.	Response does not describe how any item relates to the Caddo or Comanche culture.	Response is not written in first person; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
<b>0</b>	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• response does not demonstrate adequate command of narrative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul>				



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

### **“Surprise in the Attic”**

#### **Check Your Writing**

- ☐ I state an opinion about whether or not I would like to go to a Culture Fair.
- ☐ I support my point of view with reasons from the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

### **“The First Texans”**

#### **Check Your Writing**

- ☐ My response explores the topic of the Caddo and Comanche people.
- ☐ My response tells at least two ways the Caddo and the Comanche are alike.
- ☐ My response tells at least three ways the Caddo and the Comanche are different.
- ☐ All of the information in my response is based on details in the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

## **“Surprise in the Attic” and “The First Texans”**

### **Check Your Writing**

- ☐ My response focuses on either the Caddo or the Comanche culture.
- ☐ I tell about the culture as though I am a child from that culture.
- ☐ I tell about the culture using information from the texts.
- ☐ My response includes facts about three items from the culture.
- ☐ I use descriptions of my actions, thoughts, and feelings to show how I respond to the situation.
- ☐ The order of events in my response makes sense.
- ☐ The ideas in my response are connected.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

# Unit 3 Scoring Information

## “Taito and the Gulls”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. a
- 1. Part B. d and e
- 2. Part A. c
- 2. Part B. b
- 3. Part A. d
- 3. Part B. b

#### Vocabulary

- 1. Part A. d
- 1. Part B. c
- 2. Part A. a
- 2. Part B. c
- 3. Part A. a
- 3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** In the story “Taito and the Gulls,” Taito could not go to the feast, so he went to the beach instead. There, he saw the gulls fly inland. He knew this meant a storm was coming, so he ran to tell the others. I think Taito is a hero because his warning let people prepare for the storm and find shelter.

<b>2</b>	Response introduces the story and uses selection details to explain why Taito is able to warn the others that a storm is coming. Response gives an opinion about whether Taito is a hero and supports the point of view with reasons.
<b>1</b>	Response uses one selection detail to explain why Taito is able to warn the others that a storm is coming. Introduction is missing. Response gives an opinion about whether Taito is a hero but does not support the point of view with reasons.
<b>0</b>	Response does not explain why Taito is able to warn the others that a storm is coming. Response does not give an opinion about whether Taito is a hero.

# Unit 3 Scoring Information

## “How Did the Animals Know?”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. b
- 1. Part B. c
  
- 2. Part A. a
- 2. Part B. a
  
- 3. Part A. b
- 3. Part B. b

#### Vocabulary

- 1. Part A. b
- 1. Part B. d
  
- 2. Part A. a
- 2. Part B. b
  
- 3. Part A. d
- 3. Part B. c

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Animals that sensed the coming tsunami acted strangely. Animals in nature, such as flamingos, left the coastal areas. Animals in zoos tried to escape. Animals in nature were more likely to survive because they could move freely. They could go to higher ground. The animals in the zoos were trapped in their cages. They could not move to higher ground unless they were able to escape from their cages.

2	Response uses information from the text to explain what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive and provides reasons from the text to support this conclusion.
1	Response explains what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive but does not provide reasons from the text to support this conclusion.
0	Response does not explain what the animals in nature or the animals in zoos did when they sensed the approaching tsunami. Response does not draw a conclusion about which group of animals was more likely to survive.



## Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response uses information from both texts to identify and examine the message.	Essay is organized: introduction names the texts, details come from one text and then the other, conclusion summarizes ideas.	Response identifies the message and explains how the texts present and support it, using details from the texts.	Related ideas are connected by linking words; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
<b>3</b>	Response uses information from one text to identify and examine the message.	Essay is organized: introduction of topic, details from the texts, concluding statement.	Response identifies the message and explains how the texts support it, using details from the texts.	Ideas are connected by linking words; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
<b>2</b>	Response attempts to identify and examine the message but does not use information from the texts.	Essay is organized; introduction or conclusion is missing.	Response identifies the message and explains how the texts support it but does not use details from the texts.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
<b>1</b>	Response strays off topic.	Essay is not organized; introduction and conclusion are missing; details are presented in unorganized manner.	Response does not identify the message or explain how the texts support it.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
<b>0</b>	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• response does not demonstrate adequate command of informative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul>				



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

### **“Taito and the Gulls”**

#### **Check Your Writing**

- ☐ My response introduces the story.
- ☐ My response uses selection details to explain why Taito is able to warn the others that a storm is coming.
- ☐ My response gives my opinion. It tells whether I think Taito is a hero.
- ☐ I support my point of view with reasons.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

### **“How Did the Animals Know?”**

#### **Check Your Writing**

- ☐ My response explains what the animals in nature and the animals in zoos did when they sensed the approaching tsunami.
- ☐ My response uses information from the text.
- ☐ I draw a conclusion that explains which group of animals was more likely to survive.
- ☐ I use reasons from the text to support my conclusion.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

**“Taito and the Gulls” and  
“How Did the Animals Know?”**

**Check Your Writing**

- ☐ My response uses information from both texts to identify and examine the message that they share.
- ☐ My response names both texts in my introduction.
- ☐ My response explains how each text presents and supports the message.
- ☐ I use details from both texts to support the ideas in my explanations.
- ☐ The order of information in my response makes sense.
- ☐ My conclusion summarizes in detail the ideas in my response.
- ☐ I use linking words to connect related ideas in my response.
- ☐ My response includes vocabulary that is text-based and is used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

# Unit 4 Scoring Information

## “Mr. Civil Rights”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

1. Part A. c

1. Part B. c

2. Part A. a

2. Part B. b

3. Part A. d

3. Part B. a

#### Vocabulary

1. Part A. c

1. Part B. a

2. Part A. b

2. Part B. d

3. Part A. c

3. Part B. d

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** I think “Mr. Civil Rights” is a good title for a passage about Thurgood Marshall. Thurgood deserves to be called Mr. Civil Rights because he worked his whole life to help people gain their civil rights. As a lawyer, he won cases that changed unfair laws. On the Supreme Court, he continued to make sure the country gave “Equal Justice for All.”

<b>2</b>	Response states an opinion about the appropriateness of the title of the passage and the reference to Thurgood Marshall as Mr. Civil Rights. Response supports the point of view presented with reasons from the text.
<b>1</b>	Response states an opinion about the appropriateness of the title of the passage and the reference to Thurgood Marshall as Mr. Civil Rights. Response does not support the point of view presented with reasons from the text.
<b>0</b>	Response does not state or support an opinion about the title or the reference to Thurgood Marshall as Mr. Civil Rights.

## “Local Hero”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

1. Part A. b

1. Part B. c

2. Part A. c

2. Part B. d

3. Part A. a

3. Part B. d

#### Vocabulary

1. Part A. d

1. Part B. a

2. Part A. c

2. Part B. a

3. Part A. b

3. Part B. d

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** One day, Katrina and her dad went to a nearby park. When they got there, they couldn’t believe their eyes. The picnic tables needed painting, the playground was dirty, and the swings were rusty. Katrina knew she had to act again. Right away, she got her camera and took some pictures. Then her dad took her to another town council meeting. This time, she wasn’t nervous at all. Katrina made a speech, and the council agreed to help her again. That Saturday, Katrina and a big group of volunteers gathered at the park. By the end of the day, the park looked beautiful again.

<b>2</b>	Response incorporates ideas from the passage as well as imagined experiences and events to develop a story about Katrina. Response describes Katrina’s new problem, how she addresses it, and how it is resolved.
<b>1</b>	Response incorporates ideas from the passage or imagined experiences and events to develop a story about Katrina. Response does not describe Katrina’s new problem, how she addresses it, and how it is resolved.
<b>0</b>	Response does not develop a story about Katrina.

# Unit 4 Scoring Information

## Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response uses details from both texts to state and support an opinion about active citizenship.	Order of ideas is logical; conclusion restates the opinion in detail.	Response explains in detail how Thurgood and Katrina were active citizens; response uses text-based reasons to support the opinion.	Linking words connect opinion and reasons; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
<b>3</b>	Response uses details from one text to state and support an opinion about active citizenship.	Order of ideas is evident; conclusion restates the opinion.	Response explains how Thurgood and Katrina were active citizens; response uses reasons to support the opinion.	One linking word connects opinion and reasons; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
<b>2</b>	Response does not use details from the texts to state and support an opinion about active citizenship.	Order of ideas is illogical; conclusion does not restate the opinion.	Response explains how Thurgood or Katrina was an active citizen; response uses one reason to support the opinion.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
<b>1</b>	Response strays off topic.	Ideas lack order; conclusion is missing.	Response does not explain how Thurgood or Katrina was an active citizen; response does not offer reasons to support the opinion.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
<b>0</b>	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• response does not demonstrate adequate command of opinion writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul>				



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

### **“Mr. Civil Rights”**

#### **Check Your Writing**

- ☐ My response states an opinion about whether “Mr. Civil Rights” is a good title for the passage.
- ☐ My response states an opinion about whether Thurgood Marshall should be called “Mr. Civil Rights.”
- ☐ I support my point of view with reasons from the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

### **“Local Hero”**

#### **Check Your Writing**

- ☐ I use ideas from the passage to develop a story about Katrina.
- ☐ I use imagined experiences and events to develop my story.
- ☐ In my story I describe Katrina’s new problem and tell how she deals with and solves this problem.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name \_\_\_\_\_

**Read the items and check the ones you think you did.**

## **“Mr. Civil Rights” and “Local Hero”**

### **Check Your Writing**

- ☐ My response explains how Thurgood and Katrina were active citizens.
- ☐ I state my opinion about whether being an active citizen is important.
- ☐ I provide reasons that support my opinion.
- ☐ I put my ideas in an order that makes sense.
- ☐ I use linking words to connect my opinion and my reasons.
- ☐ My conclusion restates my opinion.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.